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ABSTRACT

The PACE I.D. Center, a Title III, Elementary and Secondary Act, project of the South San Francisco Unified School District, has demonstrated the effectiveness of early intervention techniques focused on the young child and his total environment; school, home, and community. The Dissemination process and a suggested model for implementing the concepts of the PACE I.D. Center are included in this report. Dissemination within a community organization framework is discussed with specific techniques given. References are included. These are followed by teachers' comments from an education workshop. Several areas are covered in the section dealing with implementation. These include: (1) observable nation trends, (2) guiding principles, (3) factors that tend to hinder implementation, (4) the unique status of the PACE I.D. Center, (5) a design for a prevention oriented services and training center, and (6) a summer activity group program for young children. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

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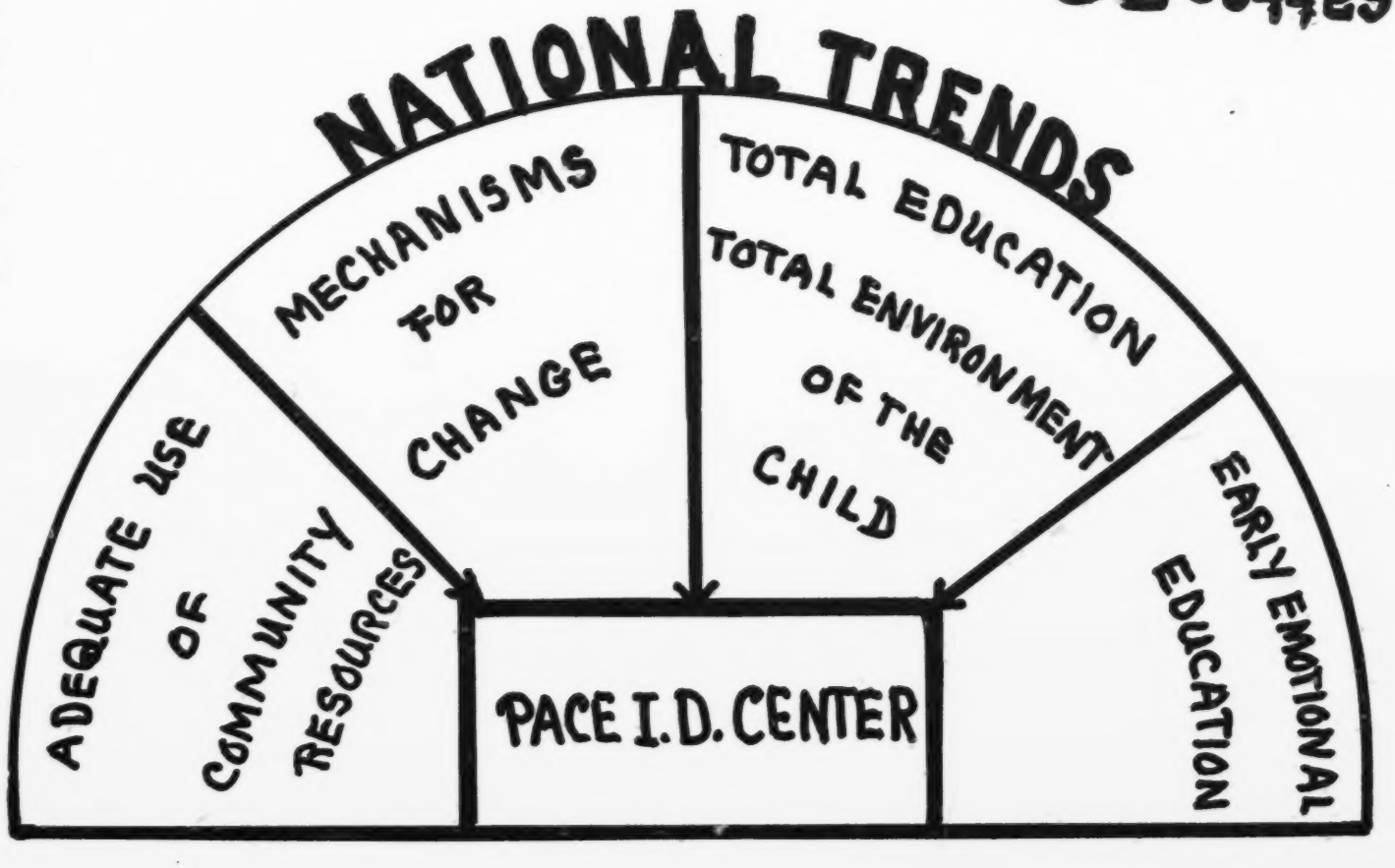

INVESTMENTS IN PREVENTION

the prevention of learning and behavior problems in young children.

DISSEMINATION and IMPLEMENTATION

REPORT

June 1969

South San Francisco Unified School District
Title III - ESEA

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DISSEMINATION and IMPLEMENTATION

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Written by Robert Brownbridge and Phyllis Van Vleet

South San Francisco Unified School District
398 B Street
South San Francisco, California

June 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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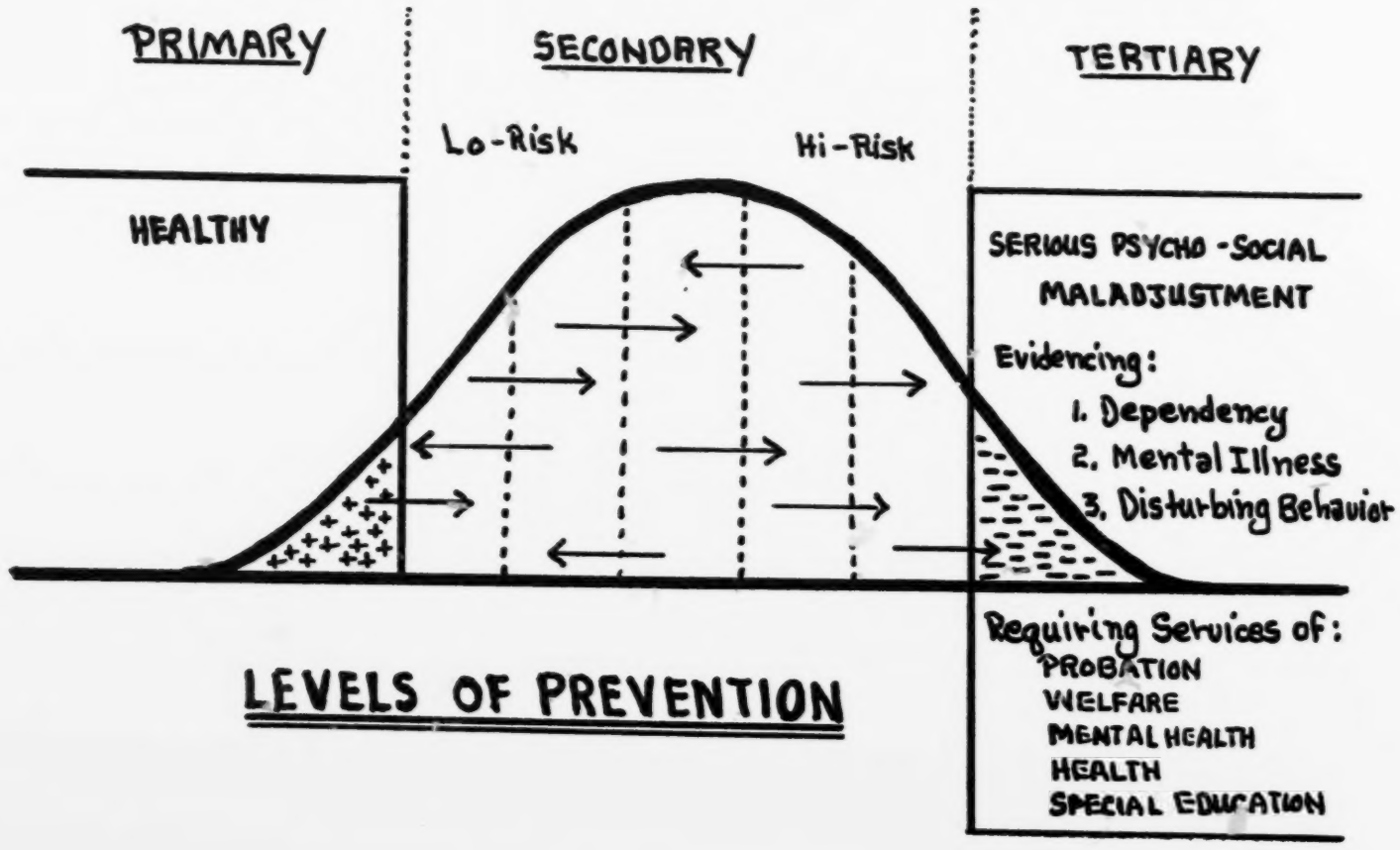


LEVELS OF PREVENTION

PRIMARY PREVENTION - Even the healthy members of society are vulnerable during their lifetime, in times of stress, e.g., death, illness or accident to a family member, relative or friend, financial crisis, severe disappointment. Primary prevention is aimed at keeping these people healthy and able to cope effectively with problems as they arise.

SECONDARY PREVENTION - Secondary prevention deals with the Lo-Risk and Hi-Risk populations. The Hi-Risk group represents a "potential" population, some of whom will require special services, and many will require intermediate kinds of help from teachers, counselors, ministers. The Lo-Risk group are those who are generally considered able to cope with life's contingencies. This group can generally make effective use of friends, relatives, teachers, ministers, and others to help them in time of need.

The PACE I. D. Center program focuses on the Hi-Risk, Lo-Risk and Healthy segments of the population, at the Primary and Secondary prevention levels.

TERTIARY PREVENTION - For the most part, existing services are concentrated on that segment of the population who are readily identified because of serious psycho-social maladjustment. These are treatment services - or Tertiary prevention - aimed at helping people improve or keeping them from becoming more of a problem to themselves and to society.

FOREWORD

Among the findings of the President's Joint Commission on Mental Health of Children are:

- Among the nation's 90 million boys and girls under age 25, two million are in need of immediate care and treatment.

- Another 8 to 10 million young people, while not as seriously disturbed, suffer problems that require psychiatric help.

After hearing the report of the Commission, Senator Abraham Ribicoff observed that "if the Commission's findings are right, then the whole thrust of health and education .... is wrong -- we are reaching children when future patterns of mental health are already set."*

The PACE I. D. Center, a Title III-ESEA project of the South San Francisco Unified School District, has demonstrated the effectiveness of early intervention techniques that were focused on the young child and his total environment - school, home, community. The Dissemination process and a suggested model for implementing the concepts of the PACE I. D. Center are included in this report. The staff of the Center have served as "ombudsmen for children." We quote one child's comment to his PACE social worker:

on Monday - "I hate God for letting people like you try to help me."

on Wednesday - "What's gonna happen to me if nobody can help me?"

*Gilette, R., Examiner Science Editor, San Francisco Examiner. May 6, 1969.

PACE I.D CENTER

Projects to **A**chieve **C**reativity in **E**ducation

Title III ESEA

ORGANIZATION

- U.S. Office of Education
- State Dept. of Education
- SSFUSD Board of Trustees
- San Mateo Co. Board of Ed.
- SSFUSD Superintendent
- San Mateo Co. PACE BOARD
- PACE I.D. CENTER
- SSFUSD Asstt. Superintendent
- PACE I.D. Coord. Com.

I.D. = IDENTIFICATION

of young children with learning and behavior problems

CLASS ROOM TEACHERS rate all children on the -

A = aggressive, outgoing

M = moody, internalized

L = learning

BEHAVIOR RATING SCALE

Initial Screening: Spring '66: Gr. K-4
Subsequent Ratings: Fall '66: Gr. K-5; Spring '67: Gr. K-5; Fall '67: Gr. K-6.

INTERVENTION - a specific modifying action which effects a system or relationships

OCCURS - as PACE I.D. Social Workers work with the

SCHOOL PERSONNEL	Spring 1966	1966-1967	1967-1968
Principal, Teacher, Nurse, Psychologist, Speech Ther., Social Worker, Reading Spec., Child Welfare and Att., Counsellor, Curriculum Consultant	SSFUSD		
	Bayshore Elem.		
	Brisbane Elem.		
	Catholic Schools: SSF		
	Lutheran School: SSF		
		Belmont Elem.	
		Laguna Salada Elem.	
		San Bruno Park Elem.	
		San Francisco Unified	
		Millbrae Elem.	
			Fremont Elem.
			Roger Williams School
			Seattle School District
			San Juan Unified

HOME - 140 PACER FAMILIES

COMMUNITY

- SSF Boys' Club
- Police Departments
- No. County Mental Health Center
- No. County Welfare Department
- Family Service Agency
- Private physicians
- Child Care Centers
- Nursery Schools
- Permanente Med. Group
- Catholic Social Service
- San Mateo County Probation Dept.
- North County Health Dept.
- Legal Aid Society
- S.F. Dept. Social Services

SUMMARY STATEMENT - as a federally funded Demonstration Project concerned with the PREVENTION of learning and behavior problems in young children, the PACE I.D. Center has responsibilities beyond the on-going commitment of service to the PACER, his school and his family. These areas of responsibility are:
DISSEMINATION of information through a variety of media,
EVALUATION of the project, and **IMPLEMENTATION** of the findings.

THIS PROJECT WAS INITIATED BY THE BAY AREA SOCIAL PLANNING COUNCIL: San Mateo County

DISSEMINATION

Dissemination is more than providing information to an audience about something. As a strategy, dissemination must involve others, and thereby direct or redirect others' interest and energies toward a desired goal. In this way, dissemination serves the implementation of an idea or activity. This approach evolved as the process of the PACE I.D. Center program unfolded.

An earlier statement on dissemination prepared in December 1967 suggested that a community must have understanding about a project and its findings prior to the project's completion if that community is to continue it.(1) This statement is now seen as only partially useful. The community, to arrive at an "understanding", must be involved in the project in some way - to a point where consumer and potential consumer believe they have a stake in the project, its outcome and implementation.

Dissemination, of course, serves functions other than implementation. These functions are: 1) sharing an increased understanding of the educational process; 2) stimulating cooperative efforts among educators and other professions; and 3) gaining general public support for educational innovation.

The PACE I.D. Center's original dissemination plan had two goals: 1) to inform a wide audience of the philosophy, purposes and activities of the PACE I.D. Center; 2) to mobilize the interests of specific individuals and groups who would be capable and willing to augment or assist the implementation of PACE I.D. Center's concepts and findings.

The broad scope of the PACE I.D. Center project placed unique demands upon the dissemination function. The project had relevance for and, in fact, involved all social institutions of its community setting. Dissemination was directed toward many groups with varying characteristics. Both general and specific action-oriented support was sought among the social, educational, political, religious and economic institutions. The least success was achieved with the economic sector. This may have been due mostly to the project's failure to communicate with or actively involve this community sector in any meaningful way. The inclusion of these various community segments was founded upon the belief that prevention is <u>community responsibility</u> and not the province or duty of a single institution.

Dissemination was geared to creating a greater awareness among various community levels of the need for prevention-oriented services for young children. It was recognized that unless this was done, even the most ideal means to satisfy that need would not be acceptable whatever their merit. Fortunately, in San Mateo County many informed persons realized the need for prevention services and had advocated preventive programs. There was, however, little consensus about what

population to include, what preventive measures to use, and what agencies or persons would be the most appropriate facilitators of a prevention program. There had been few systematic studies or demonstrations to date dealing with these issues. The PACE I.D. Center project provided information and methods of one alternative prevention program of potential use to all communities.

Caution was used in disseminating information about identification and intervention methods and process. The sequential needs of the project were considered carefully. A close synchronization between the program's particular phase*, the dissemination content and audience to be addressed was attempted. For example, the objectives of preventing school failure and reducing delinquency rates are tempting subjects for newspaper copy. Frequently, however, a project's purposes and effectiveness may be sabotaged by overstatements and exaggerated press releases. The public may develop an unrealistic expectation of what the program will accomplish. When these expectations are not achieved, persons unfamiliar with the parts and processes of a social action research program might show little understanding of and patience with those efforts which now show no immediate or tangible results. The PACE I.D. Center, therefore, chose not to permit claims and promises to be made about its program in its early stages. For example, a feature story about the PACE I.D. Center presented in a local newspaper during the first year of the project focused more on the needs of young children rather than on possible solutions or outcomes of the project.

The most effective dissemination couriers became the project's staff members. Through their involvement with parents, teachers, principals, and community persons, groups and agencies, they demonstrated what a prevention program meant and how it worked. It was a highly personalized communication process. At the administrative level, dissemination was more structured and less personal - taking the form of written reports, verbal presentations to individuals and groups, papers and reports prepared for professional conferences and meetings with school district and other agency administrators.

DISSEMINATION WITHIN A COMMUNITY ORGANIZATION FRAMEWORK

That the PACE I.D. Center had a responsibility for implementing the use of some or all of its "transportable products," dictated that plans be formulated to assist the community in establishing means of recognizing its needs for early prevention of mental health problems. When such needs are determined, ways to organize community resources to meet these needs can be explored. To accomplish this necessitates the use of a community organization framework.

*Examples of project phases: Planning, Identification of Children, Intervention in School-Home-Community, Evaluation.

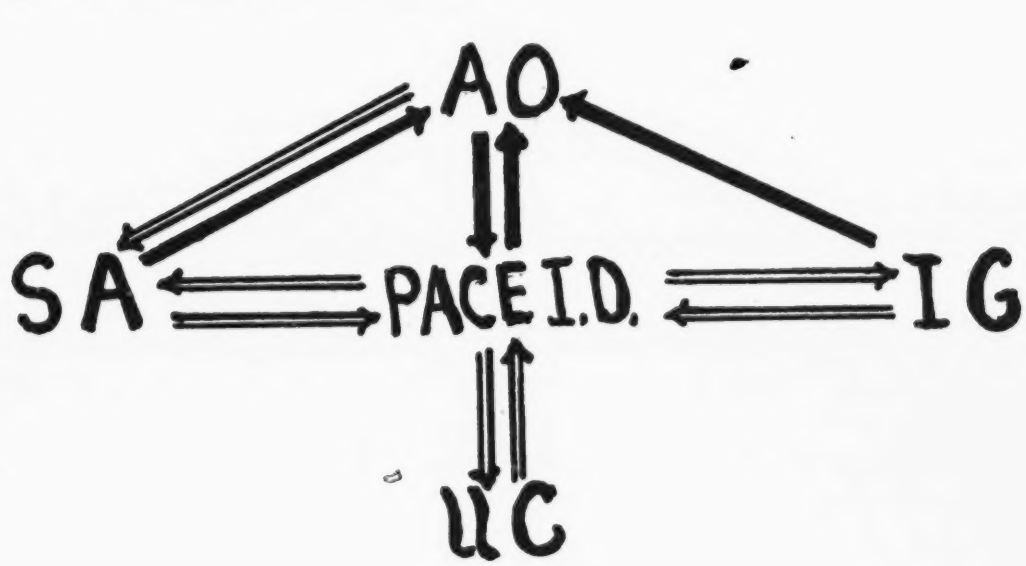
Robert Perlman conceptualizes the community into four elements: 1) unorganized clients, 2) interest groups, 3) service agencies, 4) allocative organizations. He states that with the exception of unorganized clients, each of the above "can be either the initiator of change or the target of the change efforts of the others."(2) Unorganized clients can become articulate and influential as a change source only when organized into or enjoined with existing interest groups.

Perlman declares the function of interest groups "is to protect or advance the interest of their constituents, frequently by working for a change in social arrangements, but sometimes by fighting hard to maintain an advantageous status quo and to ward off changes that someone else wants."(2)

Service agencies, sanctioned by law, generally "are oriented toward providing service to clients and not toward promoting change in social arrangements."(2) "The core function of allocative organizations is to distribute and redistribute both resources and functions among service agencies....(2)

A fifth organization type discussed by Perlman is one which engages in fact-finding, analysis, and research which may be made available to other groups. This type may also make recommendations and/or "perform educational and standard-setting functions."(2) The PACE I.D. Center is considered an agency of this kind.

Relationships of Community Elements



UC - Unorganized Clients
IG - Interest Groups
SA - Service Agencies
PACE I.D. - Fact Finding Organization
AO - Allocative Organization

Applying this conceptual framework to the PACE I.D. Center, we see that the Center had documented information about the needs of unorganized

clients and alerted community service agencies to these needs. In many instances, however, services were insufficient or absent. By pointing out these service gaps to both social service agencies and certain interest groups, the PACE I.D. Center focused attention upon the broad community's preventive needs. This focus motivated some service agencies and individuals to request of certain allocative organizations the redistribution, or new distribution, of functions and/or resources for preventive purposes. The PACE I.D. Center also served allocative organizations with pertinent information.

A thorough analysis of "community" must also consider the process and structure of decision-making within individual allocative organizations. Not infrequently, the ultimate power to make decision extends beyond local boundaries.(3) This power structure was considered in the preparation of dissemination plans. Interest groups, too, are organized in a similar way, as are most service agencies. In light of this, groups and organizations were viewed as having both vertical and horizontal ties. For example, a hypothetical service agency may have a local board of directors and may receive some or all of its operating funds from local sources. Policy decisions governing the disposition of money and staff, however, may be organized at regional, state or national levels, thus requiring communication with persons outside the community.

The PACE I.D. Center employed this framework in carrying out its dissemination program. To illustrate, the two Asilomar Reports and other materials were forwarded to local school districts, the County Superintendent of Schools, the State Department of Education and the U.S. Office of Education. Personal contacts also were made at each of these levels.

TECHNIQUES OF DISSEMINATION

Techniques, in this instance, refer to ways that information of a particular nature was transmitted to various levels of the community. Timing and the selection of audience and message content were made within the above community organization framework and according to the project's phase.

Of the four techniques listed, the third - the demonstration of the intervention process through solid work-oriented relationships - was considered the focal one. Don Heath, Demonstration Officer, Mental Health Services Division of the San Mateo County Department of Public Health and Welfare, writes, "...the story we want to communicate is a story that doesn't stand still. (This story) has to be lived. Experienced." This is the core of the communication process; other techniques merely support it.(4)

Dissemination of general information to an identifiable audience. This established a broad frame of reference for the concept of prevention.

Purpose: The major purposes of this technique was to establish the need for a preventive approach to behavior and learning problems in young children. The target audience in this instance was that segment of the community which was unfamiliar with or had questions about preventive practices and methods. An important message stated was that prevention is community responsibility. This principle had both a practical and philosophical base: 1) A comprehensive program of prevention demands work efforts of professional and lay persons at all community levels; 2) the conservation of human resources is necessary to the life and forward movement of the community.

Timing: Information of this kind was disseminated throughout the project, both verbally and in printed form, prior to the dissemination of the project's final evaluation report.

Dissemination of specific information to identifiable lay and professional groups and individuals. The information focused on the PACE I.D. Center's relationship to the child in his total environment: school - home - community.

Purpose: This technique was used to inform specific groups (e.g. pupil personnel specialists) about the methods explored by the PACE I.D. Center, e.g. specific information on Identification-Intervention procedures.

Timing: In this case, timing was determined by ability of staff to develop and explore useful techniques.

Demonstration of the intervention process through direct service, consultation and collaboration with clients, professional and lay groups and individuals.

Purpose: Through task-oriented work relationships, the preventive process of early identification and early intervention was seen most clearly. Don Heath writes that communication about mental health programs "must be carried out in the context of solid work-oriented relationships--not only with elected officials but with all other individuals and agencies with whom we share certain major concerns. In the last analysis, this includes the families of our communities, since they are the ultimate consumers." (4)

Timing: The most meaningful work relationships took place during the two and one-half year intervention phase of the project.

Examples of these relationships are:

Staff intervention with family and school
Staff collaboration with community agencies
Program development, e.g. Early Childhood Education
1967 Summer Activity Program for PACERS
Asilomar Conferences I and II

Participation by staff in conferences, programs and meetings which were relevant to the PACE I.D. Center's focus on prevention.

Purpose: These channels were used simultaneously with others and provided additional means to inform professional and lay persons about the need for and suggested ways to implement a preventive program. Technical information about evaluation methods, dissemination, program development also were presented.

Timing: These activities (listed below) were carried on as opportunities arose.

American Orthospychiatric Association Conference,
Washington, D.C. and Jamaica, March 1967
National Conferences of Innovative Educators,
Honolulu, July, 1967; San Diego,
November, 1967; San Francisco, December 1968.
California State Psychological Association Conference,
Santa Barbara, January, 1968
San Mateo-Santa Clara Counties Curriculum and
Guidance Conference, February, 1968
California Education Research Association Conference,
March, 1968; March, 1969
PROBE Conference: San Mateo County Teachers' Assoc.
March, 1968
Western Psychological Association Conference,
Vancouver, B.C.; June 1969

REFERENCES

1. Continuation Grant Application, PACE I.D. Center. P.L. 89-10, Title III, South San Francisco Unified School District, 1968-1969, pp. 40-45.

2. Perlman, R. "Community Conditions and Agency Change." Paper presented at Northeast Regional Institute Program, National Association of Social Workers, 1967.

3. Warren, R., The Community in America. Rand McNally, Chicago, 1963.

4. Heath, D., "Communications -- the Matrix of Community Mental Health Services." Paper presented at Oregon Communications Seminar, February, 1967.

UNIVERSITY OF CALIFORNIA EDUCATION EXTENSION WORKSHOP

Teachers played an important role in the PACE I. D. Center's program. Next to parents, they were seen as the most significant and influential adults in a child's life. The Center attempted to reach, and to work with as many teachers as possible; a major effort was the University of California Education Extension Workshop "Children at Risk," April 25 - 27. The program content and workshop staff are included on page 19. Nearly one hundred and thirty teachers, principals and others concerned with education attended. Some of the reactions to the workshop itself and to issues, ideas and frustrations related both to the weekend and the teaching profession are seen in their comments that follow:

Comments

Underneath the chaos of the course was a strong organization, a diversity of ideas approached with a freedom and an open-endedness which allowed change.

* * *

If we want a better society, we must take the risk! We must get involved. If we can overcome ourselves - the biggest impediment - half the battle is won - maybe we could end by calling it, "Teachers at Risk."

* * *

An opportunity to test my endurance!

* * *

* * *

Concrete suggestions, which I thought I wanted from the course I did not get. I have a few more ideas of how to walk into class on Monday than I did on Friday. What I did realize is just that you must take each moment and live it with the children with caring and believing. These days, this weekend, gave me a boost, a realization that I'm not alone in caring nor alone in seeing needs that must be fulfilled.

* * *

The course was not at all advertised correctly - Teachers at Risk would have been more meaningful.

* * *

A disturbing factor was the general tendency of speakers and panel members to say "You must do this," or "You must stop doing that." I missed the "we" - are we not in this together? If barriers between "experts" and teachers are fostered, how can we ever erase them between teacher and child or teacher and parent? In fairness, though, I must say

that these barriers of I - you were greatly lowered in the small discussion groups.

* * *

In Schwartz' terms, "I felt it, baby." The conference "made it" for me, and I find it difficult to write a critique because ideas and conflicts are still bouncing around in my head. In other words, the conference did to me, what I would like to do with children - communicate, respond, feel.

* * *

I finally left my group (assigned) to choose the speakers I wanted, but also to see if another group would talk about something different that the confrontation between black and white which is probably the most important issue that exists today. All children are at risk and I wanted to be exposed to other dimensions of the problem.

* * *

One particular group session turned out to be the best learning experience for me personally. It provides the best insight of the whole course, perhaps. I sat there for two hours of boredom, and yet being polite and I knew I was being polite. This is what most of us force on children. It pointed up to me I never want to do that to the children I teach. There must be changes. Children must be interested and involved in order for there to be growth.

* * *

* * *

I don't buy much of what was said this past weekend but the thing that has real meaning to me is that there has to be a better way to teach kids -- it may be costly in terms of my energies and nerves -- but, there must be a better way.

* * *

We were challenged to go out and get involved with our kids, to tune in with their needs and move with them so that there will be a chance for meaningful change. It was stated over and over that it's never too late, that every child can learn.

* * *

Much information gained from all participants -- much of early childhood learning is learned through a type of hypnotic inference and suggestions and the analysis of energy transmittal between subject and object. The importance of direct, close, feeling communication -- losing oneself and merging into a oneness. Mr. Luster's saying that we

had better identify and learn to speak the language of our youth and communicate on their terms.

* * *

I was somewhat confused by the seeming lack of relevancy in some group topics but that is probably because I teach in a parochial school and we are unable to utilize some of the fabulous organizations and materials available to public schools.

* * *

Of personal value: Dr. Schwartz played the game with us Sunday and for the first time I didn't feel put down. When he said no! he also gave an alternative. I think this choice is what I have been looking for. I now heave greater confidence in what I have been trying and feel I have more ammunition to perform the task at hand.

* * *

I liked the mental stimulation. I liked the reassurance that one is on the right track by following one's own style (what has been proven best through one's experience). It is also nice to hear that intuition and sensitivity are acceptable, valuable aids in human classroom relationships. Each human being has personal worth and can contribute to others in a positive way. Teachers need to <u>really</u> listen, to feed open-ended questions, to discover a child's feelings and ideas. Compassion, love, and consistency are essential. Curriculum must be presented in a flexible manner.

* * *

* * *

The next statement will "date" me, but very honestly this course was most meaningful to me. I will think the material over actively for many weeks. I found much to support my ideas and much to cause me to re-think my views. I related very well to many of the speakers and actively disliked one or two which is exactly the desired effect they wanted. I find that this mixing with other teachers and re-hearing material said a different way most stimulating and I return to my community recharged to "start" as DeLay said.

* * *

True, each teacher has to "do his own thing," but to derive inspiration from the theory of a "subject and object balance" is asking too much.

* * *

I intend to go on doing my bit in the classroom, but for something new to be active at the local, political club level to see how it works, whether I can accomplish something there. I will inquire about using my skills on a volunteer level in the Black area of my community.

* * *

My main point still is -- we came because we felt a need - we never had a chance to really say what we wanted and an opportunity to share our experiences.

* * *

I had a self-searching and wonderful weekend, basically learning a great deal about myself as an individual and, as a teacher, I have become more motivated to trust my basic intuitions and to want to seek better methods and ways to accomplish my goals.

* * *

Don't feel that I've gained enough on how the individual child is going to survive in a public education system. There must be more ideas - workable ideas - revolutionary ideas that can cope with our changing society.

* * *

CHANGE: The big changes can only be made by educating the citizens and parents who will control the school board, then the administrators, finally the teachers. It must start at the top as well as through the teachers who, somehow in spite of the "system," will have to prove that creative innovations can work.

As a teacher, if there is no concern for change, quit!

* * *

My reaction to these three days are ambivalent. There was a great deal of intellectualizing, non-specifics and "sermonizing," but I must admit that I returned to my school and home in the role of parent and teacher with a hypo for faltering courage! The Rx and panacea as stated so simply and eloquently by Dr. Kantor is the age old axiom (Aristotelian) "Know Thyself."

* * *

I now plan to get my children's parents more involved in classroom activities. I shall invite some to help in the room. Also, I shall help the children to relate more with each other and settle some of their own miffs through verbal interaction and direct eye contact with one another.

* * *

As a whole, the weekend involved the meaningful exchange of ideas (many of them!). The responsibility of the individual participant was to sort these challenges and to use these catalysts for creativity in a practical manner. For myself, the ideas will be utilized in a classroom setting.

* * *

The main idea I got was that I must really know what I want. Once I find this out, I must follow through with this.

* * *

Mr. Luster and Mr. Slade related to me things about teaching the Negro child that I haven't really thought about. I really began to think about teaching that Black child or that Mexican child. I still have a lot to learn about teaching in the Ghetto, but now I feel I am ready to learn.

* * *

What did I get out of this weekend? I'm not real certain. I agree, children are not being taught how to hink, we need more empathy with the student, more involvement with the community, etc. But I was very glad to hear that we should have more faith in our own instincts -- that responsibility should <u>not</u> be all teacher's -- that we should be cautious of <u>too</u> much or total empathy.

* * *

A beautiful point was brought out by Prof. Williams. He stated that teachers have been putting too much time and energy in "teaching things" and not encouraging the child or creating an atmosphere for him to develop his own process for thinking.

* * *

I resented hearing teachers complain about the group discussion leaders. It is their responsibility to guide and challenge the leader. As teachers we complain about unmotivated and non-thinking students in our classes, yet fail to see that in ourselves as we sit in a student role this weekend. An interesting irony!!

* * *

This is Wednesday and I still find it difficult to write and organize my thoughts about the weekend. It was stimulating, perhaps even overwhelming.

Admittedly, teachers are agents of change. And you, the directors of the course, were trying to be agents of change for the teachers themselves. Hopefully, if I can see clearly, I might be able to apply

in teaching, not knowledge uttered by some speaker on Saturday, but, knowledge of myself as I reacted to the format and content of the course.

* * *

Two years ago I decided to never again take a weekend course at the University of California Extension because I had been seduced into taking courses by the marvelously interesting titles. The courses had not been what I had expected, the titles had been very misleading. Fortunately, I reversed that decision and took Children at Risk this weekend. I don't want to sound "gooey" but for me at this particular time, this weekend was a great experience.

* * *

Now we've got to do a good public relations job and convince (change) our fellow teachers - administrators - parents - school board and total community.

* * *

I hope I can take back some of my new "thinkings" and implement them. I think I can relax the guidelines more and offer the children more alternatives. I think I shall try to show more spontaneous concern and grade fewer papers. I have already headed myself toward more personal and individualized teaching. I think one of the most important things that I will try to do that I haven't done as much (due to the system) is to spend more time talking to the children to "see it as it is" and not the "way it's supposed to be."

* * *

Our education system fails to stimulate people to think. This is its basic fault. Rather than accumulating facts we need to learn to think. This weekend has given some hints at a new approach to learning if one has been able to accept it. It hasn't given any pat formulations or facts. Teachers expecting this came to the wrong course. They should have gone to a teachers' workshop.

* * *

This conference has made me aware that it takes a tremendous commitment to teach! More than proper preparation of lessons or report and grades - but understanding for the needs of the child and a beginning of an awareness of the motivations behind his behavior. The faculty in the conference came across consistently with the concept of honesty in dealing with the child.

* * *

Refreshing - Motivating - more think sessions such as these needed. A truly fantastic experience.

* * *

I wish only to say that . . . I have come to the final conviction greatly doubted before, that I can function, and that I can do something, and something beautiful. I can be to my children what these leaders are to me: a wellspring of inspiration, encouragement, enthusiasm, commitment, love and caring.

* * *

I was really turned off all weekend except for Dave Schwartz' presentation. We just never seemed to get down to brass tacks.

* * *

There was a constant referral to the numerous problems that exist in education as well as to the fact no easy answers or universals exist. . . I left the conference with the impression that much of educational research is not of much value. Is this so?

* * *

I am reminded of my adolescence when I became so impatient with asking but not getting the answers to certain questions of behavior and expectations that I wanted to be given in black and white. I realize that <u>that</u> is the situation in this realm - the answer is within the individual and not out there somewhere. We have to learn to trust ourselves - our own situation.

* * *

This conference has re-opened the door to teaching for me, for I was ready to abandom it after receiving my certification. Having been in medical research for four years prior to parenthood and to this new field of education, I was most delighted to learn the good research going on, on project PACE, and appalled by some teachers' reactions to research!! If they cannot evaluate (critically) the research being done, put aside bad ones and give strong considerations to well coordinated, critically analyzed and carefully carried studies, they will be teaching blindly and always asking themselves, "I wonder why? . . ." but then, they may be the "uninvolved teachers."

UNIVERSITY OF CALIFORNIA EXTENSION BERKELEY

Education Extension announces a special program for Spring 1969

CHILDREN AT RISK X 304.12 (2)

Offered in cooperation with the PACE I.D. Center*, Title III - ESEA

The program deals with the prevention of learning and behavior problems in young children. Emphasis is on the child in his total environment, on methods of early identification of problems, and on techniques of early intervention at school, at home, and in the community.

There will be an opportunity to participate with staff members in small discussion groups concerned with the following areas:

1. Children in Society: Child growth and development in a rapidly changing society. The impact of community institutions. Changing roles--importance of communication, coordination, and collaboration.

2. Children at Risk: Understanding children's behavior--"behavior management" at school, at home, in the community. Adult behavior--expectations and frustrations. The socialization process--what price conformity?

3. Children in Need: The special needs of particular children--physical, psychological, social, economic, ethnic. What price culture? Who is responsible? For what?

4. Children in School: Teacher creativity--organizational demands. Self-awareness, change, and the system. Parent involvement in the learning process.

5. Relevant Research: What does it really tell us about young children?

Coordinator: Phyllis P. Van Vleet, Ph.D., Director, PACE I.D. Center, Title III - ESEA, South San Francisco Unified School District

Guest Speakers and Discussion Leaders (in part)

Robert Kantor, Ph.D.	Consultant, Educational Policy Research Center, Stanford Research Institute, Menlo Park
David Schwartz, M.D.	Chief Psychiatrist, Probation Department, San Mateo County Health and Welfare Department

* Projects to Advance Creativity in Education

(See Over)

Orville Luster	Executive Director, Youth for Service, San Francisco
Edith Dowley, Ph.D.	Associate Professor of Psychology; Director, Bing Nursery School, Stanford University
Don DeLay, Ed.D.	Managing Associate Director, Learning Processes Division, Davis-MacConnell-Ralston, Inc., Palo Alto
Alberta Siegel, Ph.D.	Associate Professor of Psychology in Psychiatry, Stanford Medical School
Denis S. Thoms, Ph.D.	Senior Program Associate, Far West Laboratory for Educational Research and Development, Berkeley
PACE I.D. Center Staff	Kathryn Williams, ACSW; Elba Anziani, MSW, MPH; Lucille Pazandak, ACSW; Ruthan Kannegieter, Ph.D.; Robert Brownbridge, MSW - Assista t Director; Geri Smith, ACSW; Clarice Haylett, M.D.; Warren Vaughan, Jr., M.D.

Location: 155 Dwinelle Hall, Berkeley campus

Days and Hours: Friday, April 25, 7-10:30 p.m. (Registration 6:30-7 p.m.)
Saturday, April 26, 8 a.m. - 5:30 p.m.
Sunday, April 27, 8 a.m. - 5 p.m.

Fee: $42.50*

Credit: Two quarter-term units.

* No refunds granted after the opening session of the program.

APPLICATION FOR ENROLLMENT: Please mail to Dept. B, University Extension, University of California, Berkeley, CA 94720.

I enclose a check or authorize a charge to my BankAmericard in the amount of $____ to cover __ enrollment(s) at $42.50 each in CHILDREN AT RISK X 304.12, April 25-27 in Berkeley. (Please make check payable to The Regents of the University of California; if using BankAmericard, give your account number _____ and your authorizing signature _____.)

Name (please print) _____
last first middle

Home address _____
number and street city ZIP

Daytime telephone _____ home telephone _____

Please use a separate sheet giving above information for others covered by this enrollment.

FOR FURTHER INFORMATION: Please write or telephone Education Extension, 2223 Fulton Street, Berkeley, CA 24720; (415) 642-1171.

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IMPLEMENTATION

OBSERVABLE NATIONAL TRENDS AND THE PACE I.D. CENTER

Participants in the PACE I.D. Center's 1968 Asilomar Conference - INVESTMENTS IN PREVENTION: TOWARD COMMUNITY ACTION - identified four national trends which emerged as elements in the PACE I.D. program. These were:

1. Early "emotional" education.
2. Total education means the child's total environment.
3. More adequate use of community resources.
4. Awareness of mechanisms for change.

Early "Emotional" Education

Early identification: the PACE I.D. Center successfully identified a population of young children at risk by -

- using the school as an effective point of entry
- teacher use of the AML Behavior Rating Scale[1] in the classroom screening of all children, kindergarten through third grade

Early "emotional" education: PACE social workers, knowledgeable in the principles of community mental health were effective communicators with parents and school personnel in areas such as -

- child rearing practices
- growth and development of young children
- behavior management

Total Education Means the Child's Total Environment.

The total environment of the young child at risk included all of the significant adults and other children in his school, his home, his community. The role of the PACE social worker then became one of focusing on PACERS and the concept of prevention by:

- becoming a trusted member of the school community
- reaching out to families with the sanction of the school
- providing a continuity of service to families and to school staff
- facilitating school-community communication
- initiating shared planning with school staff and/or parents and/or agencies for developing alternative courses of action
- becoming a valuable member of the evaluation and program development team

In essence, the social worker became the child's advocate. This resulted in more attention, concern and action by adults in relation to this child's particular needs.

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[1]The AML Behavior Rating Scale: an economical, simple, reliable group screening technique.

More Adequate Use of Community Resources

The PACE I.D. Center staff made greater use of community resources by:

- introducing parents to pre-school programs
- effecting early referrals to community agencies for families with special needs
- demonstrating a concern for and offering assistance in behavior management of young children, in parent education, and/or in program planning and evaluation to:
  - Head Start program
  - the South San Francisco Boys' Club
  - the YWCA parent-nursery school
  - the Parent-Teachers Association
  - Parent-Teacher Groups (Catholic schools)
  - Spanish-speaking community
- employing, training and supervising high school and college students, and teachers in the PACE I.D. Center summer activity program.
- planning, organizing and co-sponsoring a University of California Education Extension weekend "experience" for teachers, parents and others concerned with "Children at Risk."
- working in a collaborative way with other community agency staffs to supplement and integrate services - not duplicate them.
- providing in-service education experience for a community agency staff regarding intervention and the school system.

Mechanisms for Change

Appropriate intervention techniques, sensitive to educational and social systems, can and did assist in changing attitudes and formulating action directed at meeting the needs of young children and their families.

The system asked, *"What has that got to do with the project?"*
"How can you possibly think of doing that?"

PACE I.D. said, *"Let's find alternative ways for this child to realize his potential."*

The PACE I.D. Center attempted to cooperate with these systems. It tried to avoid becoming an incorporated sub-system. In general, it was permitted to carry on a program in a flexible, autonomous way, therefore providing a vehicle for the change process.

GUIDING PRINCIPLES FOR OBTAINING IMPLEMENTATION[2]

1. Community involvement is necessary.
2. Shared learning, and the attitude of learning together is essential. De-professionalization and maximum use of volunteer help are important to the implementation process.
3. New jobs need to be created in the target community, e.g. NEW CAREERS program, PACE Summer Activity Program.
4. Distinctions between the conforming and the deviate, the healthy and the sick need to be erased. This has to do with the issue of paternalism; of doing things to and for people.
5. Autonomy is basic. There is a necessity for the organization implementing the program to be autonomous; not a part of the schools or welfare, health or probation institutions. It must have freedom to operate and to elicit the cooperation of many agencies and individuals. The program needs to be identified with and operate through the schools as a cooperating system and not as an incorporated sub-system.

FACTORS THAT WOULD TEND TO HINDER THE IMPLEMENTATION OF AN INNOVATIVE PROGRAM[3]

1. There is a tendency for a program to be diluted, as it is extended or expanded elsewhere.
2. There is a distortion when in attempting to incorporate the new program, the bureaucracy modifies it. This is caused by the old system's hidden agenda and unseen needs. When newly organized, within an institution, the program tends to become less effective than its original form. This is due in part to the failure to recognize that changes in the program's structure cannot be made without changing the values of the original program.
3. The program will likely be considered a threat to existing structures and to be vested interests, and thus resistances to it may be high.
4. The inability to tell the story and gain support may exist.

THE UNIQUE STATUS OF THE PACE I.D. CENTER AND IMPLEMENTATION

1. The PACE I.D. Center proposal was initiated and the writing of it funded by the Bay Area Social Planning Council: San Mateo County. A committee of that Council approached the South San Francisco Unified School District with regard to providing the locus for the project and submitting the proposal for funding under Title III - ESEA.

[2]From Investments in Prevention: Toward Community Action, 1968 Asilomar Conference Report, PACE I.D. Center.

[3]Ibid.

2. From the beginning of the project, the South San Francisco Unified School District indicated that it would make available the time of essential district personnel to the project staff, but that the district could not contribute to the funding directly. The District had also indicated from the beginning that there would be no opportunity to carry on the project after June, 1969. (Other priorities, resulting from a recent long range study of the District, were understandably the guidelines for future developments).

3. The focus, therefore, of the Center was directed toward involving community groups, parents, principals and teachers in understanding and becoming actively interested and committed to prevention programs for young children.

ALTERNATIVE GOALS FOR IMPLEMENTATION OF THE PACE I. D. CENTER CONCEPTS

1. Expand the program as an operating and developmental program in San Mateo County.

   To this end, an Interim Board of a proposed Early Intervention and Prevention Agency in San Mateo County was established as a result of the PACE I. D. Center's 1968 Asilomar Conference. The Interim Board included key decision makers in the County, all directly concerned with the education, health and welfare of young children. Although committed to the idea that prevention is a good idea, the hard facts of meager statistical evidence of change in children, costs and department priorities seem to outweigh the soft facts that teachers, parents and community workers see the program as necessary and of value.

   The Office of the San Mateo County Superintendent of Schools has submitted an Application for a Planning Grant: Early Identification and Intervention Program, Title III - ESEA.

   ABSTRACT:

   This is a proposal to provide for planning of a program the function of which would be to diffuse within San Mateo County proven techniques of early identification of and intervention in cases of learning and/or behavioral disorders. Planning activities will include reviewing techniques and programs being used throughout the nation, designing a program relevant to the needs of San Mateo County children, designing a governmental structure appropriate to the diffusion mission of the program, and taking preliminary steps in establishing such a program. Funds will provide for a Project Planner, part-time secretarial assistance, and a small amount of resources for travel and consultants.

   Objectives:

   To develop a plan for the establishment of a county-wide agency which will diffuse exemplary methods of early identification and intervention for high-risk children and their parents, and train professionals, pre-professionals, and community workers in the use of these techniques; thus helping to reduce and prevent the occurrence of learning and behavior problems in children.

2. Further research and development to develop models of operational agencies for different kinds of communities, or models which include in-service training of school personnel, parents, community agency workers, or the use of volunteers.

3. Development of a training program, using the Center's program as a base for training other persons who could then duplicate similar offerings elsewhere. This would include components of job development such as New Careers and in-service training.

4. Expansion of the overall concept of education to include the family as the educational unit more than the student. Included in every day family education would be areas such as special training in listening ability, emotional awareness, expression of feelings; a sort of conversion of the usual educational experience to something quite different.

A DESIGN FOR A PREVENTION-ORIENTED SERVICES AND TRAINING CENTER

- an advocacy center for young children

- **Basic Assumptions**

  - that there is a shared commitment to the concept of prevention by those designated agencies or individuals participating in the Center's program.

  - that implicit in a commitment to the idea of a prevention-focused program is the desire on the part of the participants to explore all possible alternatives to implement relevant program development.

- **Goals** of a Prevention Services and Training Center

  1. To insure that the operational program is based upon the following essential elements:

     a. A commitment to the priority of services to young children and those responsible for their welfare and development.

     b. Appropriate comprehensive methods for the early identification of young children and families with a potential for "Hi-Risk."

     c. Appropriate and effective means of early intervention with those responsible for the welfare of young children, e.g. parents, school personnel, staffs of community agencies.

     d. A continuity of direct service and, in turn, concern for children in relation to their total environment.

     e. Provision for anticipating and meeting crisis situations through collaboration with existing community agencies.

     f. Provision for research and development aspects of such a service so that process-evaluation is an integral part of dynamic, flexible, innovative services.

     g. A responsibility for appropriate dissemination of relevant information.

h. A continuing responsibility for focusing on PREVENTION: young children and their needs.

2. To recognize change in our society through an awareness of observable national trends. There is, then, more assurance that the local operational program will be a creative, flexible and viable force.

3. To bridge the gap between theory and practice.

- Major Objective of the Center

To reduce and prevent the occurrence of learning and behavior problems in young children.

- Specific Objectives of the Center

1. To use appropriate school-based screening techniques for the early identification of young children of concern to the classroom teacher.

2. To assist the key agents (parents, school and community agency personnel) with a responsibility for the education and welfare of young children to provide more effectively for their developmental needs.

3. To provide a continuity of services for the child and the key agents within a demonstration, training, and family education context.

4. To provide opportunities for meaningful experiences for older children and youth through their participation in appropriate intervention programs focused on young children.

5. To provide opportunities for the development of indigenous community leadership in relation to meaningful intervention programs focused on young children.

6. To evaluate the various components of the agency in terms of their effectiveness for the consumers: schools, families, community.

7. To disseminate information from the Center's activities.

Definition of Terms:

young children: an identifiable population, ages 3 - 7 years.

early identification: the use of systematic, school-based, reliable, economical and casefinding method such as the A-M-L Behavior Rating Scale.(1)

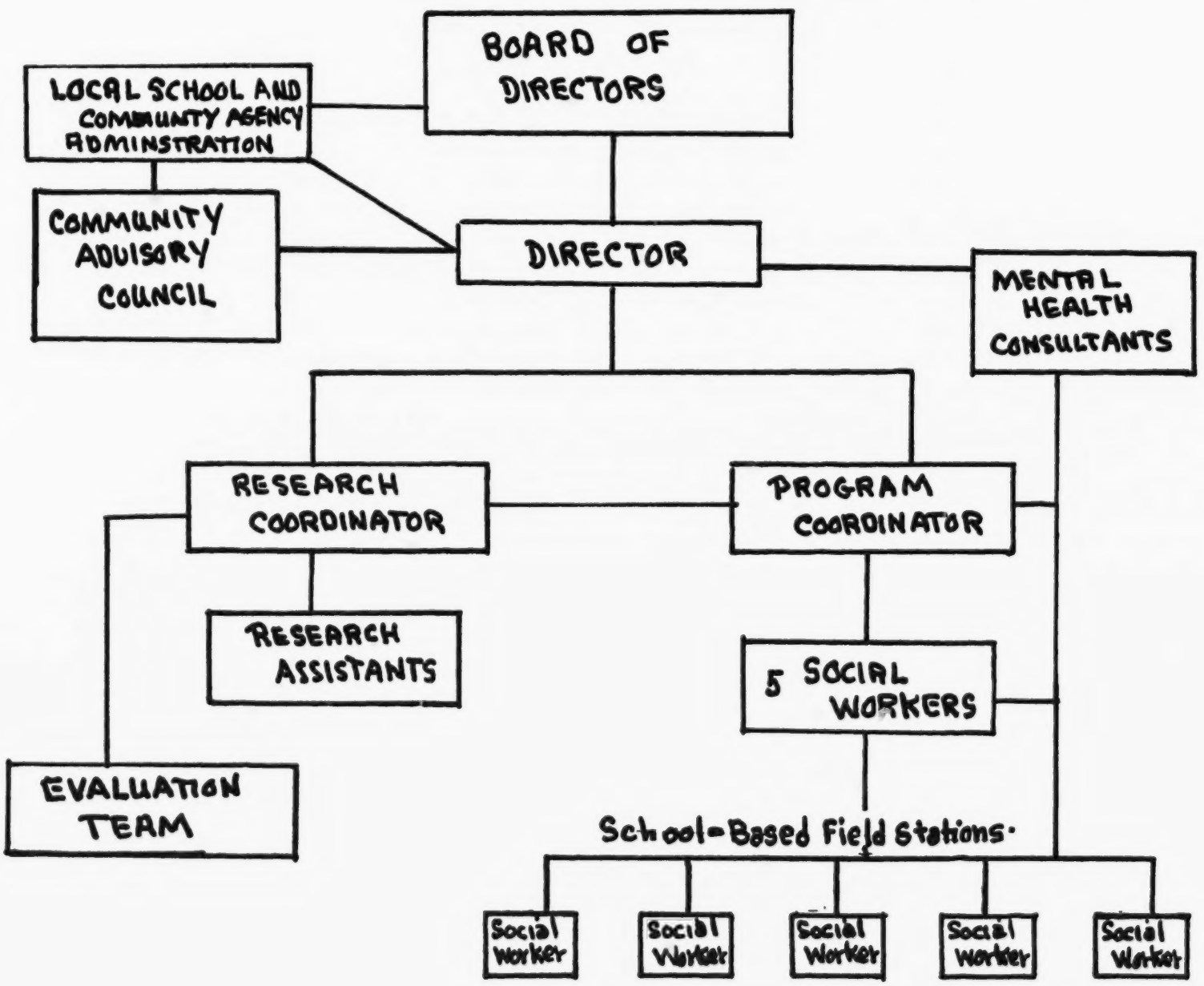
total environment: of the child - at school, at home and in the community.

those responsible: parents, teachers, school administrators, community leaders and social agency personnel - "... the aim is to engage the key agents responsible for the child's behavior and development in a more dynamic partnership for more effective growth and problem solving."(2)

- Administration and Staffing

Autonomy is basic to the effective implementation of the program to be carried out by the Center. As previously stated, it must have freedom to operate and to elicit the cooperation of many agencies and individuals. The program needs to be identified with and operate through the schools as a cooperating system and not as an incorporated system.

Suggested Staffing Pattern



Staffing Functions

1. Director: The Director is administratively responsible for the operation of the Center. He is directly responsible to the governing board of the Center for carrying out the established policies and goals.

2. Program Coordinator: The Program Coordinator is responsible for the implementation of the prevention services and training program. He coordinates the work of the social workers and their respective field centers. He works closely with the staffs of participating institutions, with parent groups, and with the community.

3. Research Coordinator: The Research Coordinator has responsibility for the on-going evaluation of the program, longitudinal studies, continuous improvement of screening and service techniques, communication and dissemination of the results of relevant research assistance to participating institutions in methods of assessing and interpreting the program.

4. Research Assistants: To process data to be used in evaluations.

5. Social Work Staff: a) Five Center-based social workers assume the role of trainers of community teams in the field stations, provide in-service training for personnel from outside the Center, and orient school and community agency personnel to the concepts and philosophy of prevention agencies. b) Five field station based social workers function as key catalysts for change through demonstration of intervention services, direct or indirect, and focused on the child in his total environment.

6. Mental Health Consultants: A necessary and important component of any agency concerned with the complexities of human behavior. Serve as consultants and collaborators to agency staff and to field centers. Consultants do not offer direct services.

One Alternative Program for a Prevention-oriented Services and Training Center

- <u>The Service Program</u>

  - The population to be served -

    Geographical area: the community of people whose children attend Schools A, D, E, M and X in School District I.

    Grade level : kindergarteners

    Key persons : teachers, parents and other members of the school-home-community population with a concern and responsibility for the education, health and welfare of these kindergarteners.

- Criteria for selecting the population to be served

  - Prevention Center staff and the Community Advisory Council (including broad socio-economic and community representation) establish priorities for field stations. These might include high delinquency area, affluent community area, minority group area, new housing development area.

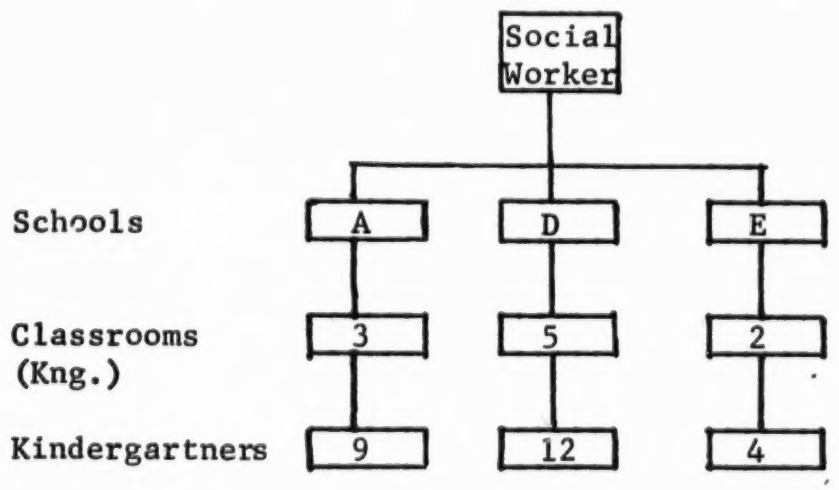
  - Educational institutions serving kindergarten and primary age children are invited to participate in planning field stations based on these recognized community priorities.

  - Participating schools or districts must evidence an interest in prevention and a willingness to collaborate in program planning, development and evaluation.

  - The number of participating schools or districts will be determined by the availability of agency staff.

    It is recommended that a feasible unit of operation for the Agency would be five field stations. It is further recommended that each field station have an identified group of not more than 25 kindergartners from no more than 10 classrooms in no more than three schools.

<u>One field station</u>



- Identification of the school-based population to be served.

  - Initial point of entry are the kindergarten classrooms in participating schools.

  - All participating kindergarten teachers rate the children in their respective classrooms on the AML Behavior Rating Scale.(1)

  - All children falling within the top 10% on the AML Scale, the high scoring children, will be reviewed for possible inclusion in the program.

ex. Field Station I

	School A	School D	School E
Number of Classrooms	3	5	21
Number of children	92	125	61
Number of children scoring in top 10% of 10 classrooms and therefore eligible for inclusion. (Cut-off score = 25)	12	25	8
Number to be included in program (25)	9	12	4

Those children to be included in the program are determined by the field station team: the center and field station social workers Kindergarten teachers, principals, school nurses, psychologists or others.

- Priority will be given those children from families not on the active list of social adjustment agencies at time of screening. The principle of prevention implies that services not be duplicated. It is strongly recommended that not more than one child per school in each field station caseload be a crisis case, or a child known to be from a chronic, multi-problem family. These children would be included in a prevention program only for purposes of demonstration.

- Intervention

Intervention begins to take place as soon as the staff worker shares his interest and concern for a child who has been identified with one or more of the key persons in that child's environment, i.e., the teacher, parents, the principal. It then follows that the needs of the child and those responsible for his welfare and development create the guidelines for subsequent intervention.

- Refer to Intervention Reports I and II for a detailed description of the intervention process.

● The Training Program

Inasmuch as the role of the social workers in a prevention-oriented agency is a relatively new one, it will require some time before the social workers should be expected to take on the additional responsibilities of a training program. After the service program is well established and there is a readiness and capability in the part of a

field center to consider participating directly in the training components, then there can be movement in this direction. The Center's staff will have developed alternative training programs for field centers to consider, from very simple to more complex involvement.

- Objectives of the training center

  1. To demonstrate techniques of early identification of young children with a potential for serious behavior and/or learning problems.

  2. To demonstrate the techniques of early intervention in the school, in the home, and in the community.

- Specifically, the training program allows for

  1. Efficient deployment of professionals.

  2. Use of youth in meaningful leadership experiences with young children.

  3. Involvement of parents in the educative process.

  4. Development of indigenous community leadership from among participant parents and others. The identification of such leadership means that close affiliation by the center with institutions of higher education and local adult education programs can enhance the opportunities for self-actualization.

- The training center program includes

  1. Acquisition of knowledge of skills relating to early identification and early intervention with young children.

  2. Practice of these skills as a member of the community team in specific demonstration centers.

- The training center team.

  1. Agency professional staff - the ten social workers will provide the essential teaching, coordinating and supervisory service and program development functions for the center and for the field stations.

  2. Other professional staff - professionally trained persons including social workers, psychologists, psychiatrists, teachers, school administrators, nurses and others would serve as collaborative team members with Agency professional

staff as they share some concern and responsibility for an identified child and his family.

3. Preprofessional staff - persons who plan a professional career in areas such as social work, teaching, psychology would serve an intern period or field placement in a field station

4. Agency aides - among this group are teacher aides, social work aides, parents and/or students who serve as neighborhood leaders as tutors, or counselors in school or community programs related to field station interests and concerns.

- Training program levels of participation

Level I: Examples of involvement by field stations in simple training components that can be handled within the school.

1. Classroom aides assigned to one identified child.
   Use of older child or parent.

2. Meetings of teachers and/or parents to discuss children.

3. Parent-teacher conferences.
   Interview techniques
   Preparing for the conference

Level II: Training components that require coordination with elements outside the school.

1. Junior Red Cross tutorial program to assist identified children.

2. Field placement assignments for preprofessionals: teacher internes, psychologist, social worker, psychiatric internes.

3. Parents of identified children as teacher aides.

Level III: Training components that require more complex coordinating functions and program development.

1. In-service training program for all kindergarten parents with pre-school children. (see model)

2. Summer activity program for identified kindergartners during summer following kindergarten experience.
   Use of high school and college students as counselors
   Use of teachers and principals
   Use of parents
   (model published in 1967 by PACE I. D. Center)

3. Seminars, workshops and consultation as continuing in-service training functions.

It is anticipated that the Center will be utilized in the following ways:

1. By school personnel:

   - as a vehicle for staff development through its participation in the project.

   - as a demonstration program or model for school personnel from other school districts.

   - as an ongoing means of improving the functioning of children in school.

   - as a means of helping teachers and other school personnel understand the need, the techniques, and the value of ongoing evaluation.

2. By families:

   - as a means for helping them to become more effective units, better able to understand and to cope with their problems.

   - as a means of helping them to communicate more effectively with school personnel.

   - as a means of helping them to seek further help from appropriate agencies before there are crises, or the problem behavior is chronic.

3. By the community:

   - as a means of demonstrating the process of early intervention to social adjustment agencies in the community.

   - as a means of involving agency personnel in the process of early intervention.

   - as a means of improving communication among the school-family and social adjustment and law enforcement agencies.

   - as a means of including all community agencies (recreation, church, Boys' Club, etc.) in the early intervention syndrome.

PROPOSED BUDGET
FOR PREVENTION-ORIENTED SERVICES AND TRAINING CENTER

	Total
Professional Salaries:	
Director	$ 20,000
Program Coordinator	17,000
Social Workers (10 @ $14,000)	140,000
Research Coordinator	15,000
Research Assistants	4,000
SUBTOTAL	$ 196,000
Classified Salaries:	
Secretarial (2)	$ 14,000
Clerks (part-time as needed)	3,000
Business Services @ 3% of budget	7,988
Community Workers	4,000
SUBTOTAL	$ 28,988
Travel and Conference:	
Staff and Board Mileage	$ 3,000
Conference - Staff and Board	2,000
Travel, Consultants	1,500
SUBTOTAL	$ 6,500
Operating Expenses:	
Office Supplies	$ 2,000
Printing & Publishing Technical Reports $1,000 General Dissemination $4,000	5,000
Library Materials	500
Postage	500
Maintenance of Equipment	150
Telephone Service	2,000
Rental, Office Space (200 sq. ft. @ 40¢/sq. ft.)	8,000
Consultant Fees	6,000
Equipment Rental	1,800
SUBTOTAL	$ 25,950

Fixed Charges:	
Retirement, OASDI, Insurance, etc.	$ 10,326
SUBTOTAL	$ 10,326
Capital Outlay:	
Office Equipment	$ 6,480
SUBTOTAL	$ 6,480
TOTAL BUDGET	$ 274,244

REFERENCES

1. Beisser, P. and Van Vleet, P. AML Behavior Rating Scale: the early identification of behavior problem children and multi-problem families. Office of San Mateo County Superintendent of Schools, Redwood City, Ca., 1962.

2. Newton, M.R., Brown, R., Dabbs, N.R. Sumter Child Study Project. Preliminary Report. Sumter, South Carolina, 1967.

Model for a Summer Leadership Workshop for Parents of Pre-school Children and Kindergarten Teachers

Rationale: Many young parents have only their own childhood experiences as a model for raising children. Many are ready, as parents, to know more about child development, especially as their child nears school age. Nursery schools are expensive, often do not provide the opportunity for parent observation or participation, and are few in number.

Purpose:

1. To provide an opportunity for young parents to observe pre-school children as a part of a planned learning experience in child development, child rearing, and early childhood education.

2. To provide an in-service experience for teachers and to develop a working concept of articulation: pre-school - school.

3. To provide the opportunity for development of neighborhood leadership in early childhood education.

Facilities: 1) Local nursery schools, child care centers, Head Start programs.

2) A comfortable, pleasant meeting area

Schedule:

Length of Workshop: Four weeks
Days : Monday through Friday
Hours : Four hours/day

Registration - limited to 40 parents and 10 teachers

Participants: Parents of pre-school children, and kindergarten teachers will be selected on the basis of:

a. Their interest and willingness to participate in a learning experience with professional staff.

b. Their willingness to participate in the minimal Workshop schedule: 3 days per week, 4 hours per day plus the Orientation period.

c. Their willingness to participate in the Evaluation of the Workshop program.

d. Their expressed willingness to devote some time during the school year 1968 - 1969 in the area of leadership in early childhood education.

Participation: Participants will be required to attend a minimum of three days per week for a period of four hours. Two to four days will be for observation at the nursery schools, Head Start programs and child care centers, Friday will be for discussion of field work observations and attendance is required.

Stipends: To motivate young parents, to make it possible for them to participate, and to provide some status to their participation, stipends will be provided.

Recipients of stipends to be known as "Fellows." The stipend will be $50 per week for full participation (five days), or $200 for the four weeks Workshop. Minimum participation stipend will be $30 per week or $120 for the four weeks. Stipends are intended to help to cover the cost of items such as babysitters and transportation.

Staffing:
- Program Coordinator: carries out administrative duties and coordinates the activities
- 5 social workers: each social worker will be assigned to eight parents and two teachers. Social workers will be responsible for the in-service program with their group.
- mental health consultants, child development specialists and nursery school teachers.

Program: First week: Orientation to the program.
Expectations
Knowledge of observation and single recording techniques
Introduction to the observation Centers
Small group meetings with social worker

Remainder of the workshop will be spent in observing, serving as aides, discussing, recording and evaluating experiences. Some time will be spent in discussing expectations for school, improving neighborhood opportunities for children, possible leadership roles.

Cost:			
	Stipends :	50 @$200 =	$10,000
	Social work salaries:	5 @$800 =	$ 4,000
	Coordinator :		$ 1,000
	Consultants :		$ 1,000
	Part-time secretary :		$ 250
	Total		$16,250

Activity Group Program for Young Children

Reported in 1967 - Investments in Prevention

Summary: A five weeks summer activity program for a sample of children identified as having learning and behavior problems.

A socialization experience for young children and an in-service experience for credentialed and student staff.

Daily cost: $6.56. Based on average daily attendance of 77.

THE AML BEHAVIOR RATING SCALE

- Alternative Uses -

A-M-L Behavior Rating Scale.

The AML Behavior Rating Scale is recommended as a simple, economical, and reliable screening technique for classroom use. It is not intended for use as a predictive or diagnostic instrument, but rather as a pulse-taking device to check out the reality world for this child, in this classroom, at this point in time.

Previous research studies[1] provide the historical background for its use in the present study. It has high reliability for identifying young children from high risk, hard core, multi-problem families, as well as children from low and potentially high risk families.

Assuming that behavioral change in a young child is a process that may be due to developmental, physical, psychological or social causes, there is often considerable movement or fluctuation in the behavior symptoms observed by teachers in the classroom. Aside from the screening function of the AML Scale, it provides a useful and effective focus for looking at a child's behavior over time, for anticipating crisis situations, for assisting in grouping, for communicating with parents, other teachers and agency personnel, and for developing prevention-oriented programs for young children.

When teachers or administrators are asked to take on any additional task, it must be meaningful and helpful to them. One can anticipate the usual resistances at first, but with each succeeding request for AML ratings, teachers will respond more readily.

Questions to be asked prior to using the AML Behavior Rating Scale:

1. How and why was the Scale developed?

2. What children will be identified:
   a. The top 10% - 20% of the school population, grades K - 6, who are high risk children?

   b. A kindergarten population who are potentially high risk children.

   c. Those children who are having problems - in order to provide them with a socializing experience and high school students with a summer activity group leadership experience, or classroom aide experience.

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[1]Beisser, P. and Van Vleet, P. AML Behavior Rating Scale: the early identification of behavior problem children and multi-problem families. Office of San Mateo County Superintendent of Schools, Redwood City, Ca. 1962.

d. High Risk kindergartners who are the first child in a family entering school and who have younger siblings at home.

e. Those children who have high scores on the A subscale, aggressive symptoms, M subscale, moody symptoms, L subscale, learning symptoms.

General guidelines:

1. All children who are rated 4 or 5 on learning should have further evaluation of their problems. (Higher scores are more negative)
2. Children generally are rated higher in the Spring than in the Fall.

3. In general, four patterns emerge over time:

   a. Those who consistently receive low scores and do not present a problem.

   b. Those whose initial scores are high but whose subsequent scores fall off and continue to be low. (Scores of 13-20 in present study)

   c. Those who consistently score very high 35 - 55 and present extreme problems.

   d. Those who fluctuate from high to low: ex. 45, 28, 40,, 26, 49.

4. Fall (November) and Spring (May) ratings are recommended.

5. Scoring of scales should be checked and re-checked. (Teachers' addition is generally unreliable.)

6. Identification is only the first step. Planned intervention that provides continuity of service over time (minimum of two years); that stays with the child, his teachers and his family even when the problems seem to level off will yield the most effective results.

Pupil _____

Sex _____

Date of Rating _____

I. D.	B. D.	MF	R#	D	S	G	S	T

A)M(L BEHAVIOR RATING SCALE

PLEASE RATE THIS PUPIL'S BEHAVIOR AS YOU HAVE OBSERVED AND EXPERIENCED IT: THIS PUPIL -	Seldom or Never (1)	Not Very Often (2)	Often (3)	Most of the Time (4)	All of the Time (5)	
(A) 1. Gets into fights or quarrels with other pupils	☐	☐	☐	☐	☐	1.
(M) 2. Has to be coaxed or forced to work or play with other pupils	☐	☐	☐	☐	☐	2.
(A) 3. Is very restless	☐	☐	☐	☐	☐	3.
(M) 4. Is unhappy or depressed	☐	☐	☐	☐	☐	4.
(A) 5. Enjoys disrupting class discipline	☐	☐	☐	☐	☐	5.
(M) 6. Becomes sick when faced with a difficult school problem or situation	☐	☐	☐	☐	☐	6.
(A) 7. Is very obstinate	☐	☐	☐	☐	☐	7.
(M) 8. Is overly sensitive to criticism	☐	☐	☐	☐	☐	8.
(A) 9. Is very impulsive	☐	☐	☐	☐	☐	9.
(M) 10. Can be very moody	☐	☐	☐	☐	☐	10.
(L) 11. Has difficulty learning	☐	☐	☐	☐	☐	

L____

A____

M____

T____

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590 Hamilton, Redwood City, California 94063

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